

# Geography – Year 7

	Cycle A - Fantastic Places	Cycle B - Map Skills	Cycle C - Development	Cycle D - Population
<b>How does this meet the National Curriculum?</b>	Teaching "Fantastic Places" aligns with the Geography National Curriculum by inspiring curiosity about the world and developing key geographical knowledge and skills. It supports locational knowledge as students identify and locate landmarks, continents, and countries. It enhances place knowledge by exploring the similarities and differences between diverse environments and cultures. The topic also integrates human and physical geography, examining features like mountains, rivers, and cities alongside human activities like tourism and urban development. Additionally, it builds essential skills such as interpreting maps, atlases, and digital tools, providing an engaging context for understanding global connections and meeting curriculum objectives.	Map skills in the Geography National Curriculum are designed to develop students' spatial awareness and geographical understanding through progressive stages. Students will build on their locational knowledge from KS2. They will develop their contextual knowledge of the location of globally significant places, and begin to develop competency in a number of geographic skills (NC Aim 1 and 3).	Students will begin to develop contextual knowledge of globally significant places, including their defining human and physical characteristics. Students will also begin to understand the processes that give rise to key human geographical features of the world and continue to develop competency in a range of geographic skills (NC Aim 1, 2 and 3). Students will extend locational knowledge and spatial awareness of the world's countries (NC Content Point 1). Students will understand, through detailed place-based exemplars, the key processes in human geography relating to international development. Students will understand the geographical similarities, differences, and links between places through the study of human and physical geography within a region of Africa.	Students will continue to develop contextual knowledge of globally significant places, including their defining human characteristics. Students will continue to build on their understanding of the processes that give rise to key human geographical features of the world and continue to develop competency in a range of geographic skills (NC Aim 1, 2 and 3).
<b>Why does this knowledge matter?</b>	Teaching "Fantastic Places" matters because it engages students' curiosity and fosters a sense of wonder about the world, which is central to inspiring a lifelong interest in geography. It helps students understand the diversity of environments, cultures, and landscapes, promoting global awareness and empathy. By exploring unique locations, students can connect human and physical geography, develop critical thinking, and consider issues like sustainability and environmental impact. The topic also provides an imaginative context for applying key geographical skills, such as map reading and data interpretation, equipping students with tools to understand and navigate the world effectively.	Map skills are essential because they equip students with the ability to interpret, analyze, and present spatial information, fostering a deeper understanding of the world. They develop critical thinking, problem-solving, and navigation skills, which are vital for understanding human and physical geography. Beyond geography, map skills connect to other subjects like mathematics, history, and technology, promoting interdisciplinary learning. They also prepare students for real-world applications, enabling them to analyze data, understand global and local patterns, and navigate the environment effectively, making them valuable for lifelong learning and practical decision-making.	Students will consider development in different parts of the world, and how that affects peoples' lives in different ways. Students will learn the categories that are used to group countries at different levels of development, indicators that are used to create these groupings, and the limitations of these indicators. Understanding these classifications and the causes and consequences of varying global development is important for understanding how the world is changing and the different challenges countries at differing levels of development face.	This topic focuses on understanding important human geographical concepts and ideas – population distribution, change, growth and migration. This will enable students to begin to consider the impacts of these geographical processes on human populations, and governmental systems.  Through the use of place based exemplars students will further their understanding of the differences and similarities between places around the world.
<b>Why do we teach in this sequence?</b>	This student gives an overview of various geographical topics from the start of their KS3 journey. By learning about places around the world it immediately widens their geographical understanding whilst making them more interested in the world around them.	Map skills are an important fundamental skill in geography to learn. Building on from their previous topic which introduced them to various places of geographical significance globally, this will add to their knowledge of where places are. It will also begin to introduce student to key skills.	Understanding concepts such as the economy, the global distribution of wealth, and being introduced to the causes and consequences of varying global development is critical to students understanding the different challenges that countries face in areas such as population growth, coastal management, tectonic hazard management, and climate change. Therefore, being introduced to these concepts prior to these topics is important.	Students will build on their knowledge of global development patterns from Cycle C to understand how and why populations have changed over time. Their knowledge of global development patterns and natural resources will support students in understanding the different opportunities and challenges that face cities depending on the countries level of wealth.

# Geography – Year 8

	Cycle A - Tectonic Hazards	Cycle B - Weather and Climate	Cycle C - Global Issues	Cycle D - Africa and Kenya
<b>How does this meet the National Curriculum?</b>	Tectonic hazards are closely linked to the Geography National Curriculum as they provide an opportunity for students to study the dynamic processes shaping the Earth's surface and their impact on human and physical environments. At Key Stage 2 (KS2) and Key Stage 3 (KS3), students learn about the causes and effects of tectonic hazards such as earthquakes, volcanoes, and tsunamis. This ties into understanding the Earth's structure, plate tectonics, and the processes of subduction, spreading, and faulting. Students also explore how these hazards affect different regions, the preparedness and response strategies, and the long-term environmental and social consequences. Teaching tectonic hazards encourages critical thinking about risk management, global interdependence, and the role of human intervention in disaster resilience, aligning with key curriculum objectives in human and physical geography.	Student will continue to develop both contextual knowledge of globally significant places. They will continue to develop their understanding of the processes and interactions that explain features, distribution patterns, and changes over time and space (NC Aim 2). Students will continue to build competency in a range of geographic skills (NC Aim 3). Students will understand through place-based exemplars at a variety of scales, the key processes in weather and climate, as well as extreme weather events.	Teaching "Global Issues" in geography aligns with the National Curriculum by addressing key themes in human and physical geography, such as climate change, migration, urbanisation, and sustainability. It enhances locational and place knowledge by exploring how these issues vary across regions and are interconnected globally. Students develop geographical skills by analyzing data from maps, graphs, and digital tools to understand trends like carbon emissions and resource distribution. Additionally, it fosters critical thinking about sustainability and global citizenship, preparing students to engage with real-world challenges. This interdisciplinary topic supports the curriculum's aim to develop informed, responsible individuals ready for the future.	Students will develop their locational knowledge and extent their spatial awareness of the world by focusing on the region of Africa. This will allow them to draw contrasts and understand geographical similarities to other places. (NC Point 2,3 and 4).  Students will cover both physical and human geography, with a specific focus on Kenya as a place-based example. They will begin to develop their evaluative skills by assessing Kenya's recent development. Finally, students will develop their geographical skills by studying a range of geographical figures and maps (NC Point 4).
<b>Why does this knowledge matter?</b>	Students require an understanding of tectonic hazards to fully engage and understand the world that they live in as earthquakes and volcanoes have had many devastating effects on communities around the world. This topic will help students to understand the natural challenges people face across the globe as tectonic hazards result in casualties as well as causing damage to vital infrastructure, housing, and other basic services.	Teaching weather and climate is important because it helps students understand the fundamental processes that shape the environment and influence daily life. It fosters awareness of how weather patterns and climate systems impact ecosystems, agriculture, economies, and human activities. By learning about climate change, students develop critical thinking about global challenges and sustainability, empowering them to make informed decisions and take responsible action. Understanding weather also enhances practical skills, such as interpreting forecasts and preparing for extreme events, which are vital for safety and resilience. Overall, it provides essential knowledge for appreciating and protecting the interconnected systems of our planet.	Teaching global issues in geography is important because it helps students understand the interconnected challenges facing the world, such as climate change, resource scarcity, inequality, and migration. It fosters critical thinking and problem-solving skills by encouraging students to analyze the causes and consequences of these issues and explore potential solutions. By learning about global interdependence, students develop empathy and a sense of responsibility as global citizens. It also equips them with knowledge to make informed decisions and take action towards sustainability and resilience in their personal and collective lives. Ultimately, it prepares students to navigate and contribute to an increasingly complex and interconnected world.	It is important for students to widen their knowledge of other regions in the world beyond the UK. This topic empowers them to be able to compare different places globally both from a physical and human geography perspective. It also helps to dispel misconceptions around levels of development within the continent of Africa, and specifically Kenya. Finally, it is important for students to be able to explain how LICs and NEEs have changed over the last century.
<b>Why do we teach in this sequence?</b>	Students will consider how the physical geography of plates tectonics and the human geographical processes of development and urbanisation interact and the impact of this. Students will consider how physical changes bring about varied human environments. Students will also consider how tectonic hazard impacts and responses differ depending on the affected countries level of development.	Students will utilise the locational knowledge and spatial awareness they have developed over previous cycles. Students will begin to consider more complex processes and ideas in relation to Earth's physical environment utilising the skills they have built upon throughout their first year of Geography. The second part of the topic focused on extreme weather also directly links to Cycle A and offers a comparison between different types of natural disaster. Finally, understanding the UK's weather and climate supports students understanding of future topics such as UK landscapes in Year 9.	Students begin to look at both human and physical geography after a primarily physical focus in Year 8. It allows them to draw on knowledge from across the curriculum and begin to explore it in different contexts. It will also directly link to their learning when they do a regional study on Africa at the end of the Year.	This cycle will build on students' locational and spatial understanding. It also helps them to apply their knowledge of emerging economies to more place-based examples. Students will be able to consider more complex geographical ideas within the context of Africa/Kenya that they have been building on for two years in geography. Finally, this topic will connect to the Middle East Unit in Year 9 as it allows them to contrast different regions' characteristics.

# Geography – Year 9

	Cycle A - Globalisation	Cycle B - Ecosystems	Cycle C - Middle East	Cycle D - UK Physical Landscapes
<b>How does this meet the National Curriculum?</b>	Globalisation is closely linked to the Geography National Curriculum as it helps students understand the interconnectedness of the world in terms of economies, trade, migration, and cultural exchange. It enhances human geography by exploring the movement of people, goods, and ideas, while also developing locational knowledge as students examine global networks and resources. Through geographical skills, students analyze global trends and their impact on local areas using maps and data. Additionally, globalisation connects to physical geography by highlighting environmental issues and the effects of industries on the planet. Overall, it encourages critical thinking about sustainability and prepares students to engage with the challenges and opportunities of a globalized world.	Teaching ecosystems links closely to the Geography National Curriculum by helping students understand the complex interactions between living organisms and their environments. In Key Stage 2 (KS2) and Key Stage 3 (KS3), students explore different types of ecosystems, such as forests, deserts, and oceans, and learn how physical and human factors affect them. This ties into topics like climate, vegetation, and the impacts of human activities on the natural world. Students also develop geographical skills by analyzing data and using maps to study the distribution of ecosystems and biodiversity. Teaching ecosystems fosters a deeper understanding of sustainability and environmental issues, encouraging students to think critically about how to protect and preserve natural habitats for the future.	Teaching the Middle East links to the Geography National Curriculum by providing an opportunity to explore a region with rich cultural, historical, and physical geographical significance. At Key Stage 2 (KS2) and Key Stage 3 (KS3), students study the region's diverse landscapes, including deserts, mountains, and rivers like the Nile and Tigris-Euphrates, connecting to physical geography topics such as climate, water resources, and ecosystems. The curriculum also encourages understanding of human geography, including population distribution, urbanisation, and the impact of conflict, migration, and trade. By studying the Middle East, students develop locational knowledge, explore global issues like oil production and geopolitics, and gain insights into how geography influences culture, economy, and global relations, aligning with curriculum objectives in both human and physical geography.	Students will further enhance their contextual knowledge of globally significant places (NC Aim 1). They will continue to develop their understanding of the processes and interactions that explain features, distribution patterns, and changes over time and space (NC Aim 2). Students will continually draw on a range of geographic skills (NC Aim 3).  Students will cover physical geography relating to weather, climate and hydrology as well as human geography relating to population and urbanisation. Through this, students will understand geographical similarities, differences and links between places (NC Content Point 2, 3 and 4).
<b>Why does this knowledge matter?</b>	Teaching globalisation matters because it helps students understand the complex and interconnected world they live in. It fosters awareness of how global forces like trade, technology, migration, and culture influence economies, societies, and the environment. By exploring these connections, students develop critical thinking and problem-solving skills, preparing them to address global challenges such as inequality, climate change, and sustainability. Teaching globalisation also promotes empathy, as students learn about diverse perspectives and the impact of their actions on others around the world. Ultimately, it equips students to be informed, responsible global citizens who can navigate and contribute to an increasingly interconnected future.	Teaching ecosystems is important because it helps students understand the delicate balance between living organisms and their environments, highlighting the interdependence of all life forms. It fosters an awareness of biodiversity, the role of natural processes like the water and carbon cycles, and the impact of human activities on ecosystems. By learning about ecosystems, students develop critical thinking skills and a deeper appreciation for environmental sustainability. This knowledge equips them to address global challenges such as climate change, habitat destruction, and conservation. Ultimately, teaching ecosystems empowers students to make informed decisions about protecting the natural world and ensuring its future health.	The region of the Middle East is large and diverse. Sitting across two continents, the region offers opportunities to explore how human and physical geographical aspects interlink with one another. Students will explore the link between tectonic activity and mountain ranges, climate and population distribution, cultures and migration, natural resources and war. Students are given the opportunity to apply knowledge from previous cycles to a new space in the world. This will build upon their knowledge of globes, maps and atlases as they become familiar with the 18 countries that make up the Middle East. The cycle also contains ample opportunities for students to build upon their enquiry skills.	Teaching about the UK's physical landscapes is important because it helps students understand the diverse natural environments that shape the country, including its mountains, rivers, coasts, and valleys. It fosters an appreciation for the unique geographical features of the UK and the processes that have formed them, such as erosion, glaciation, and weathering. This knowledge also enables students to explore how physical landscapes influence human activities, such as settlement patterns, agriculture, and tourism. Additionally, understanding the UK's physical landscapes supports environmental awareness, helping students appreciate the need for conservation and sustainable management of natural resources. Ultimately, it provides a foundational understanding of the natural world that is relevant to their lives and the challenges the country faces in managing its environment.
<b>Why do we teach in this sequence?</b>	This topic requires a deeper geographical understanding than those taught in Year 7 and 8 and begins to draw on their knowledge of geopolitics. It begins the year with a more complex focus and allows them to look at the world through a new perspective.	Locational knowledge and key concepts covered over the three-year course will be reconsolidated and embedded within this topic, encouraging students to actively retrieve previous knowledge. Students will consider both hot and cold environments, topics that consider a complex interaction of human and physical activity and change.	This topic provides opportunities to explore, or make links to, tectonic activity, climate, populations, natural resources and development through oil and gas reserves. Consequently, all of these geographical concepts have been explored prior to this cycle. This provides opportunity to explore the Middle East freely and delve into rich geographical knowledge, applying a combination of new and old geographical skills and knowledge.	Similar to previous cycles, this topic considers the interactions between human and physical activity. Students will apply their previous knowledge and geographical skills to new and unfamiliar content. Utilising the analysis and evaluative skills developed over previous cycles, students will consider new content whilst applying similar analysis and writing methods visited earlier in the year. Moreover, it empowers them to have more knowledge before entering GCSES.